

A PROPOSAL FOR A COLLEGE

Faculty of Arts and Science
Concordia University
Montreal, P.Q.

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TABLE OF CONTENTS

Abstract	1
The Origins of this Proposal	3
The Goals of the College	5
The College in the Context of Concordia and Quebec	10
1. "Education Permanente".	10
2. Involvement with the Community	12
3. The Professor-Student Relationship	14
4. Educational Innovation.	15
The Curriculum	17
1. Preamble	17
2. The Problem/Possibility Seminars	17
A. The Design of the Seminar	17
B. Assessment in the Seminar	23
3. The Core Skills	24
A. What the Core Skills Are	24
B. How the Core Skills are Developed	29
4. The Discipline	31
The College as it Functions	32
1. Extracurricular Activities	32
2. Administration	33
3. The Advisory Council	34
4. The Role of Research and Reflection	35
5. Resource Implications	36
Conclusion	37
Footnotes	39

ABSTRACT

As well as responding to a number of recent government directives, this College attempts to respond to a number of needs of a certain student clientele.

It concerns itself with the student who wishes to pursue a major, specialization or honours programme in a discipline and also wants to systematically explore his or her ability to apply the discipline outside the classroom.

Students enrolled in this College would be working towards a degree in one of the existing disciplines. As well, students would participate in a six-credit seminar in each of their three years. In these seminars teams of students would work in the community on a particular problem under the supervision of a professor and a community tutor. The object is not so much to solve the problem as to have the student systematically reflect on the experience and learn from it.

The proposers of this college assert that to deal with problems in today's world an inter-disciplinary perspective is required. Students in the seminar would bring knowledge of various disciplines to their study, and the co-operation of these students as well as guidance from the professor and the subject matter advisors would result in the individual gaining an appreciation of the nature of other disciplines and the limits of his or her own.

The planners of this college contend that in order to work with life's situations, the individual must develop a number of skills,

which are termed "core skills". An example is that a person must be able to explore and learn from experience in a systematic way and be able to work well with others. The six skills we see as essential are described in the chapter on curriculum.

It should be noted that this proposal, more than any other, is concerned with the complexities of developing an educational process congruent with the proposal's goals. In particular, the method of assisting a student's development of the core skills not only provides the student with continuous academic advising, but also promotes the practice and development of these skills. This process responds to recommendations of various government reports calling for the teaching of skills for life-long learning.

While an ongoing function of the College would be to promote the development of the skills, a special orientation period will also be held at the beginning of each academic year at which one of the major activities will be the offering of workshops in the core skills.

Finally, the proposers of this College assert that through the active participation of the student in attempting to apply the ideas and methods of his or her discipline to the problems he or she confronts, the student will enrich his or her understanding of the discipline and increase awareness of the options open to him or her in future study and work.

THE ORIGINS OF THIS PROPOSAL

This proposal comes from a group of professors, students, staff and outside community members who are both concerned with and committed to the process and content of higher education. Many months of work by many people have gone into the preparation of this proposal. A draft was developed late last spring by Gervase Bushe, Bill Gilsdorf, Michael Horgan, David Kelleher, Brian Pagnucco, and Kevin Quinn. During the summer, over 150 copies were distributed for comment to selected faculty, staff, students and others outside Concordia. This fall, after a general meeting, many more people became involved in reworking the summer draft through three committees: Curriculum, governance and community.

Thus, besides the original six authors, this proposal comes with the support of at least the following:-

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THE GOALS OF THE COLLEGE

The College intends to use emerging developments in adult learning to deal with a world we see as characterized by continuous, over-riding change.

While change has always been present in our world, the nature of this change has itself changed in the last century. Rapid improvements in communications have made developments in problems like population, ecology, morality, the economic order, political systems, and energy utilization much more important than before, both because developments occur much faster than before and because the problems have become the concern of mankind generally, not merely of one country or area.

Previously the effects of a society's actions were, for the most part, insular. Improvements in communications have made them world-wide, however, and the cost of failure is high. These problem areas, of which the above are but a few examples, are not in themselves entirely novel, but what is novel is their scope, their gravity and their complexity. Their scope is world-wide; their gravity is correspondingly great; their complexity is demonstrated by the widely differing viewpoints offered by experts. Mankind is faced with a complex array of challenges.

The purpose of the college is not to solve these problems but:

- 1) To prepare students to understand and cope with the interdisciplinary nature of these problems and
- 2) To give faculty and students a structure within which they can research these problems in a highly applied setting.

For students to be able to deal with these challenges we feel they must possess the following characteristics:

- An interdisciplinary outlook on life. The challenges given above as examples are greatly inter-related, and knowledge of the questions asked by a number of disciplines as well as an appreciation of how the disciplines fit together is necessary if this type of challenge is to be understood.

- A depth of knowledge in certain subjects. Interdisciplinary understanding must not imply superficiality, and a student should have a profound grasp of the methodology and accumulated knowledge of as many disciplines as possible. At the undergraduate level, however, this is usually limited to one discipline.

- The ability to think autonomously and creatively. Novel situations can require novel solutions, and a person who always follows the lead of others is not well-equipped to deal with unfamiliar situations.

- The ability to work collaboratively with others. The need for collaborative work is obvious, yet students generally lack the skills necessary to function in a team of people working on a problem.

- An ability to relate theory to practice. The student should be able to relate what he or she learns in the classroom to what he or she is experiencing outside it. While this is obvious, it is worth stating since it is sometimes forgotten that theory is necessarily an abstraction from life, and life is rarely as simple as a theory. This is not to downgrade a theory's illuminative function; rather we point out that the student should understand the difference between theory and practice and be able to relate the two.

- The ability to integrate new knowledge. As our world evolves it is becoming increasingly important for members of our society to be able to continually upgrade their knowledge and skills. The acquisition

through life of new and increasingly technical information necessitates an education which equips the student to continue learning in ways specific to his or her own changing context; that is, the student must learn how to learn.

In an attempt to help students gain these attributes, the College would stress three facets of education:-

- The development of intensive methodological learning in a discipline.

As with the other colleges, the training in a discipline will be ensured by having the student enroll in a major, honours or specialization programme in one of the academic departments of the University.

- The development of an interdisciplinary approach to the problems and possibilities of our world. The development of an inter-disciplinary approach will be the raison d'être of three courses which the College would establish. These sequential courses, tentatively named "problem/possibility seminars", would examine topics (varying from year to year) which contain both problems and possibilities. A description of these seminars is contained later on in this proposal.

- The development of certain personal skills seen as necessary to function as an autonomous problem-solving person. These skills include:-

- Social Diagnosis
- Problem Solving
- Life Planning
- Collaborative Work
- Understanding Self
- Managing learning

Development of these skills is described later in the proposal.

Our research on learning and the emerging technologies of learning has shown that a number of major government reports have recently arrived at a series of similar conclusions which we have tried to address in this proposal.

These studies include the Commission on Post-Secondary Education in Ontario (COPSEO Report, 1971); Commission on Educational Planning, Government of Alberta ("A Choice of Futures", 1972); the UNESCO Report ("Learning to Be", 1972) the Harper Report on Community Colleges in Saskatchewan (1975); the Worth Report in Manitoba (1971); the Report of the Organization for Economic Co-operation and Development (OECD, 1976). (A number of Quebec reports are considered later in the proposal.)

Among the conclusions these reports arrive at are:-

1. The recognition of change as a central fact, and the resultant need for people to have the ability to learn from their changing environment as they live their lives.
2. Related to the need for life-long learning is the need for a better understanding of "mathetics" (UNESCO 1972), the science of learning (as opposed to teaching).

Adults need to be able to understand the process of learning in order to manage complex programmes overlapping many fields and yet integrated closely into day-to-day living.

(Although governments are just now advocating life-long learning, adult educators have been working on these concepts for some time. The work of Kidd, Knowles, Houle, Tough and others has demonstrated that adults are capable of the self-direction to make life-long learning a personal reality if not a social one.)

- 9
3. The need for a scientific humanism and multi-disciplinary ability to bring human values to bear on a technological world in order to make informed choices.

THE COLLEGE IN THE CONTEXT OF CONCORDIA AND QUEBEC

This proposal is addressing itself to a number of needs which have been articulated both within the Province of Quebec and within Concordia University. These needs include "education permanente", innovation in education, community involvement and a change in the student-professor relationship.

1. "Education Permanente"

The Conseil des Universités has, in the last few years, recognised the ideal of "education permanente" (life-long learning) as a major focus for university development.

The two founding institutions of Concordia have long realized the desirability of "education permanente" and they have responded by attempting to analyze and cater to the various needs of a part-time clientele. Concordia's advances in this area serve an important function in society and are often cited.

In Concordia's response to Cahier III (the Conseil's 1974 report) "education permanente" was defined as "recurrent education"; the idea being ".... that university programmes should be accessible to students who have interrupted their studies or who find it necessary or desirable to return for further studies".¹

Concordia has been a model in adult education in Quebec and has developed a "building block" methodological orientation to curriculum (which, of course, is not unique to Concordia), rearranged scheduling, developed a Mature Student Programme (MSP), offered non-credit courses and developed services oriented toward an evening clientele.

Having made progress in this area, it might be time to move to other aspects of "education permanente". One area that this College attempts to develop is what the Quebec Superior Council of Education has called "formation sur mesure".² The concepts and processes of "formation sur mesure" have been defined as "a dynamic of individual and collective development, a self-directed process toward a consciously-pursued goal."³ The fundamental statement here is the recognition of the student's need to work toward self-articulated learning goals. Implicit is the need to teach people how to formulate learning objectives, to carry out the tasks necessary to do the learning and to evaluate that process. In other words, a large part of "education permanente" is helping people to learn how to learn.

The Daoust-Bélanger Report (commissioned jointly by the Conseil des Universités and the Conférence des Recteurs et des Principaux des Universités du Québec) was specifically concerned with "education permanente" and endorsed the concept of "formation sur mesure". In

recommendation 17, they ask that universities actively encourage students to participate in the decisions affecting their education - such as defining the goals and objectives of the learning experience, choosing resources and the methods of using the resources, and choosing the ways of evaluating the learning experience.⁴

This approach to learning is a major factor in the design of our College, and we believe it will attract the serious student who is heavily engaged in work outside the classroom and wishes to reflect on that activity inside the classroom. As has been pointed out, both in the research on how people learn and by various bodies in the Quebec educational system, this personalization of the university experience is likely to increase the student's levels of involvement and learning.

2. Involvement with the Community

The Provincial Government has pointed many times to the need for greater ties between the community and the university. As well, the deans' document, which proposed a college system for Concordia, time and again stresses that the university should become involved with the community. The deans recommend that most of the colleges have advisory boards drawn from community members. These advisory boards, the deans say, "...will provide to a considerable number of persons in the

community an opportunity to identify with, to contribute to, and to take part in many ways in the life of one or other of the colleges. Through such input, we expect that the programmes of the colleges will reflect in many cases the needs of certain elements of the community than at present. We expect that as a result of such community input and the relatively distinct function or purpose of each college, faculty and students of some colleges will consider more intensely current social issues than at present through their discussions, seminars, courses and programmes."⁵

As well as the university becoming more involved with the community, the deans also call for integration of community members into the university. Along these lines, the Daoust-Belanger Report also expressed the need for greater participation in the decision-making process on the curricular side on the university by people from the socio-economic milieu.⁶

We believe that the College we propose provides a unique opportunity for just that to happen. In the problem/possibility seminars, the student is encouraged to explore and work in the community while people in the community are encouraged - indeed, actively sought - to help develop and explore a particular area of problems and possibilities.

This liaison with the "outside world" is a critical aspect of what the College hopes to be.

3. The Professor-Student Relationship

The Conseil des Universités concluded Cahier III with four general priorities, one of which talked of encouraging experimentation with programmes that would facilitate the breaking down of barriers between faculty, between students and between faculty and students.

This problem is also addressed by Concordia's deans in their February document. They are sympathetic to the ideal of professors from various disciplines working together, and indeed, the establishment of a Faculty of Arts and Science was at least partially in the hope that it would promote this co-operation. On this point, the deans state, ".... it is important that our structure encourage the interaction between professors, especially in the Humanities, Natural Sciences, and Social Sciences academic areas. There has been a tendency to isolate scientific disciplines from each other and from the real world. A similar phenomenon exists in particular disciplines of the Humanities and Social Sciences at Concordia University. Our structure should be such that it responds creatively to the challenges inherent in the increasing expansion and specialization of knowledge."⁷

The second priority established by the Conseil calls for greater autonomy on the part of the student and a renewal of the relationship between faculty and students. This is a major concern with us, as we see that the major responsibility for the development and realization of the student's programme of study lies with the student.

We also point out that the Conseil's report "Operations Sciences Fondamentales" (OSF) clearly pointed to new directions in science education. Although many may criticize the methods the report recommends, the goals of a science education as outlined in the report certainly deserve mention. Among them were the need for greater applicability of theory, a more "humanized" education, and a greater sense on the part of the student of the relationship between science and the rest of human society.

We believe this College, through the problem/possibility orientation as well as the development of core skills, can provide the science student with a sound vehicle for realizing these goals.

In discussions with members of the Conseil during their visit to Concordia, they indicated to the student delegates that the OSF report was under review and that many of its recommendations would be implemented.

4. Educational Innovation

In Cahier IV, the Conseil des Universités earmarked Concordia for work in undergraduate educational innovation. There can be little doubt that a college of the nature described in this proposal is an innovation in undergraduate education. The personalization of studies, the movement

toward applicability of the discipline, the tie between the student's studies and the community and the development of the individual's core skills are all quite new in Canadian undergraduate education.

Concordia, in its response to Cahier III, spoke of the need for a University-wide organization concerned with educational development. Concordia regarded as a "priority task for the University" the establishment of an organized entity which ".... would pay particular attention to multi-disciplinary education ... to the diverse needs of adult students and to the structuring of programmes to provide the greatest flexibility of access for qualified students."⁸ While this College is probably not what was in mind when the passage was written, we believe that it goes a long way towards satisfying the objectives outlined.

THE CURRICULUM

1. PREAMBLE

We earlier said that the College will stress three facets of education: in-depth understanding of one discipline; interdisciplinary understanding; and development of certain skills we called "core skills". The following explains how we propose to stress these three aspects of education. Though unequal amounts of space are devoted to each facet, they are equal in importance.

2. THE PROBLEM/POSSIBILITY SEMINARS

A. The Design of the Seminar

In each of his or her three years in the College, the student will enroll in a six-credit problem/possibility seminar. An integral part of each seminar will be the interaction of teams of students with the community outside the classroom. The problem/possibility seminar will be action-oriented to complement the reflection-oriented courses and problem-focused to complement the subject focus of the classroom.

The problem/possibility seminar is in many ways the heart of the College. It is a multi-disciplinary, problem-focused seminar in which students will work on social problems outside the classroom. It calls for the student to bring knowledge of his or her discipline to bear on a complex social problem in collaboration with students from other disciplines.

Although individual seminars would be designed around the interests and areas of competency of the students in the seminar, the following stages are envisioned:-

1. Groups of four or five students form project groups to examine a particular problem.
2. Potential theoretical contributions from various disciplines are identified. This stage is concerned with the multi-disciplinary, problem-focused learning which each student must do in order to come to grips with the problem. This learning will be essentially self-managed but may be assisted by any or all of the following:-
 - guided study programmes provided by the professor or a subject-area advisor attached to the College,
 - assistance from other students in the seminar doing a major or honours in the discipline in question,
 - the student's advisor may suggest that he or she take certain courses as options.
3. Contact is made with a person in the community presently involved in the project area.
4. Data are gathered.
5. Data are analyzed and possible solutions are tested.
6. Results evaluated and revised, recommendations made.

In addition to the professor leading the seminar, each seminar will also have at least one community member involved in it. This community member, who would be someone with expertise in the topic of the seminar, would provide the benefit of his or her experience to the seminar. As well, there would be a number of "subject-matter advisors" attached to the College. These advisors, who may or may not be Fellows, would be specialists within the University who would be asked to design study plans on particular areas relevant to a student's study.

Before going further, it may be useful to present an example of what a problem/possibility seminar might study and how it would do it.

Example: An Analysis of the Advent of Unionism in the Canadian Banking System.

As a result of a recent decision by the Canadian Labour Relations Board, it is now possible to organize union locals on a branch by branch basis. This is the first major union challenge to Canadian banks in their history.

A problem/possibility seminar examining this problem would require knowledge in the areas of labour economies, money and banking, social change, history of unionism, organizational psychology, French and women's studies.

The seminar participants would begin by examining the literature on the topic, familiarizing themselves with the written material on bank unionization, as well as the background

on the operations of banks, the history on unionism, and so forth. The group would then identify the issues and make contact with interested bank and union people. Each of the members of the seminar would work to understand the problem-relevant areas of the other disciplines and gather relevant data.

After analyzing the data they may either present their findings or work with the bank or union to implement parts of their recommendations.

The format of the problem/possibility seminar would remain fairly consistent over the three years, although there will be a shift in emphasis from year to year. In each year, between 10 and 20 students and one Fellow will meet approximately three hours a week for the first term. In the second term, the class as a whole might meet a few times, but the emphasis would be on the individual work teams meeting with the Fellow. Typically, a work team would consist of 4 or 5 students and the member of the community they are working with.

First Year Problem/Possibility Seminar

Content Themes:	Systems theory, methodology and skills in data collection, how to write a problem/possibility proposal, skills in learning problem, relevant parts of other disciplines.
Role of Fellow:	<p>First Term - explaining methods and techniques, structuring exercises, suggesting possible problem/possibility areas for teams.</p> <p>Second Term - facilitator, offering guidance, resources and support.</p>

Role of Students:

First Term - gaining concepts and skills, forming into terms and developing problem/possibility proposal.

Second Term - working in teams anywhere outside the classroom that can be looked at in terms of a system or sub-system, collecting information, analyzing relevant literature and perhaps intervening with the purpose of improving the system, preparing a report on their activities and reflecting on the experience in order to conceptualize learnings.

Learning Emphasis:

Data collection and diagnosis, problem-solving, collaborative work. Learning how to learn from activities and experiences, learning from other disciplines relevant to the problem.

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Watson, G., (ed.), Concepts for Social Change. Washington, D.C.: N.T.L. Institute, 1967.

Books on the seminar's topic.

Second Year Problem/Possibility Seminar

Content Themes:	Dynamics of planned change, intervention theory and method, action research methods.
Role of Fellow:	Same as first year, with less need to offer students options as it is expected that students will enter the seminar already in teams prepared to work on an area.
Role of Students:	Same as first year, however, the students will be expected to contribute more to the ideas presented in class, particularly in view of their work in the previous year's seminar.
Learning Emphasis:	Effective change strategies, interpersonal relations, collaborative work, helping the particular system learn from its experiences.
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Books on the seminar's topic.

Third Year Problem/Possibility Seminar

Content Themes:	Theory building, hypothesis testing, systems theory, developmental theory, and methods of application of theory to problem-solving.
Role of Fellow:	Same as in first and second year with added component of helping the student to critically reflect on his or her ideas and test them against reality.
Role of Student:	Same as first and second year with added responsibility to critically reflect on his or her underlying beliefs and assumptions, and how they influence his or her work. To what degree do his or her assumptions influence his or her procedures and methods, his or her perception and diagnosis of data and how well do they "play out" in the actual execution of his or her activities?
Learning Emphasis:	Critical reflection, self-awareness, testing the reality of his or her theories and ideas, life planning.
Bibliography:	By the third year, the bibliography will, to a large extent, be determined by the student and Fellow. This will take into account the student's specific discipline.

B. Assessment in the Seminar

The major portion of the final grade will rest on a final project report submitted by the work team which is to include the following:

- A theoretical analysis integrating the contributions of

salient disciplines as well as a thorough analysis of the work done with the chosen community from the definition of the problem to the evaluation of the activities which were involved. In particular, it will address itself to the specific theoretical framework(s) underlying the team's intervention and the application of these theories in the community.

- Assessment of the team functioning. The report will be expected to document the process of the team's development and evaluation of the team's effectiveness in working with one another, and with the community.

- The report must include a critical overview of each student's cognitive and affective learnings about working with change, working with people and working with his or herself. Based on his or her problem/possibility experience, the student will reflect on his or her strengths and weaknesses, both as a learner and as an intervenor. The student will share where appropriate his or her insights into personal growth as well as the areas which are yet to be developed. Whenever possible, the student will include in this section of the report, any written feedback gathered from the community, team members and other relevant persons.

3. THE CORE SKILLS

A. What the Core Skills Are

What follows is a list of skills which, we believe, are "core skills". These skills are seen as necessary for multi-disciplinary problem solving and it is one function of this

College to help students develop these skills. The College would guide the student towards developing them through working with an advisor, through a series of workshops and seminars, and by recommending existing courses in the University.

We will describe six core skills, and in each description we will mention what we feel to be critical in evaluation of the student's acquisition of them.

i. Social Diagnosis

Students of the college are encouraged to actively engage in the world around them.

To do this, the student must be able to conceptualize experience and to make informed judgments about it. There are, perhaps, three crucial factors in this: an understanding of the history of the problems we face and of the place of those problems in our culture; an ability to see problems and possibilities in perspective, that is, to separate personal from public problems and to isolate key problems; and an understanding of the dynamics of change so as to be able to respond to these problems. As well, the student must have the relevant diagnostic frameworks at hand from the specific subject area. For example, diagnosis of political processes requires knowledge of various political science theories.

In particular, students would be evaluated on their ability to collect data relevant to the problem at hand, their ability to analyze results and relate data to

theoretical models, their ability to see social problems in historical perspective, and their ability to consider social problems from the approaches of more than one discipline.

ii. Collaborative Work

Few individuals do anything in life without working with others. Since most work and play is done in groups, the ability to participate in a sustained and effective group effort is necessary to effectively confront problems. As problems become increasingly complex and inter-related, it becomes imperative that people of knowledge from different fields learn how to work together in the pursuit of solutions.

In particular, students would be evaluated on their ability to apply different theories of group leadership to their own actions in a group, their ability to use an understanding of group behaviour to work with a group, and their ability to integrate individual goals with group goals.

iii. Managing Learning

A key skill is to be able to manage and direct learning. The pattern in schools is to manage the student, to tell him or her what is important to know, to tell him or her what the programme must be. Learning becomes a passive experience rather than an active one. This pattern is so prevalent that many students are now incapable of making their own decisions about learning. We intend to draw out

the student's skills in understanding his or her learning needs and learning styles so that the student can manage his or her own learning.

In particular, students would be evaluated on their ability to apply different styles of learning to their own learning/teaching experience, their ability to set attainable learning goals, their ability to define what areas of knowledge are needed and their ability to use a variety of resources in the University in order to accomplish goals.

iv. Problem Solving

There are two aspects to what we mean by problem-solving: the ability to think through a problem and arrive at solutions, which necessitates the acquisition of models for problem-solving and the ability to manipulate data within these models; and the ability to actually implement solutions and solve the problems that one confronts. As with social diagnosis, a knowledge of the relevant discipline is important here as well.

It is important that the student gain an understanding of the dynamics of change and the intervention process, and of the skills necessary to use these theories to turn possibilities into realities.

In particular, students will be evaluated on their ability to use different problem-solving models; their ability to work with others in defining problems, generating alternative solutions, and testing the feasibility of various options; their ability to work with others in

planning strategies for implementing solutions; and their ability to develop procedures to assess the effectiveness of actions taken.

v. Understanding Self

In order to relate effectively and satisfactorily to others, not only do we have to understand other people but we must understand ourselves as well. In any relationship, we bring with us a trunkful of baggage including past experiences, emotions, strengths, weaknesses and prejudices. Not all of this is part of our conscious self and yet it has an important effect on our behaviour. The more we can understand these aspects of ourselves, the better we will be able to interact with others in an open and positive fashion.

In particular, students will be evaluated on their ability to verbalize their strengths and weaknesses; their ability to conceptualize and understand their own needs, beliefs, values and motivations and the effects of these on their behaviour, their ability to conceptualize and understand the effect of their behaviour on others, and of others' behaviour on them.

vi. Life Planning

Planning for the future is an essential part of both the student's learning programme and the problems he or she confronts while in the College.

The application of a trained intellect to decisions about one's intellectual, social and public undertakings requires a process of planning by successive approximations. The student must have some purpose in doing what he or she does in order for it to have meaning and relevance for him or her. Being able to plan short-range life goals and ways of accomplishing them is necessary for creative survival.

B. How the Core Skills are Developed

Throughout the student's years at the College, he or she will work closely with an academic advisor who has received professional training in the core skills. The advisor may advise the student to take a certain course in one of the University's disciplines, or the advisor may recommend that the student participate in any of a series of non-credit workshops which the College would sponsor. As well, the yearly month-long orientation period (described in the next section) will include workshops and seminars on the core skills. Leaders of the problem/possibility seminars will also work on developing the skills as students collaborate on a problem.

A "competency-based" model will be used to assess the development of the core skills. This entails prescribing a certain standard of proficiency in each skill, then monitoring the student's ability upon entrance and his or her development of the skills while in the College.

The model used for assessment is based on the work done in curriculum design and assessment by Robert Stake of the University of Illinois.

Each student's work in the core skills area is essentially his or her own unique programme. We have chosen this model as it highlights the major questions that need to be answered in properly appraising any programme. (Anyone interested in the particulars of this model can contact one of the proposers of this College for a full description.) A separate "matrix" for every student on each core skill will be kept in the student's file.

An important distinction must be drawn between "assessment" and "grading". By assessment we mean a process involving students in gathering and analyzing information relevant to their functioning in the core skills. The students' grade is independent of this process and is related to the more substantive areas of their work in the problem/possibility seminar.

The student, his or her advisor, and the professor leading the third year problem/possibility seminar are integral to the final appraisal process. They may invite whoever else they feel is appropriate. Together they will review the student's work during the past years.

It is ultimately the responsibility of the Governing Council on the advice of the two professors, to decide on the student's acceptability as a graduate of the College. Should

the student not be approved, it is understood that he or she may still graduate from Concordia University with a degree in whatever discipline he or she has chosen.

Any appeals procedures to the above will be decided upon by the Governing Council once the College is in operation.

4. THE DISCIPLINE

As with the other colleges, students would pursue a programme - double minor, joint major, major, major-minor, specialization, or honours - in one or two academic departments in the University.

The proposers of this College very much hope that students will come from all departments within the Faculty of Arts and Sciences, and from departments outside Arts and Science if mechanisms are established by the University to permit students in other faculties to enroll in colleges.

This aspect of a college is well-known and need not be discussed at length. We would stress that the student must have a very good background in his or her subject in order to appreciate the value of interdisciplinary work and to contribute effectively to the problem/possibility seminars.

THE COLLEGE AS IT FUNCTIONS

1. EXTRA-CURRICULAR ACTIVITIES

At the beginning of each academic year, there would be one-month orientation period for all members of the College community which would serve to acquaint the members with each other and with the College. The period would also be an opportunity for the College to reflect on its progress in the previous year and to hold a series of workshops on the core skills. Election of members of the Governing Council would be held, and we expect that students and Fellows with similar research interests would make contact with each other.

As we envisage it, the orientation period would begin with a weekend together where there would be information sessions and discussions on the direction of the College. There would, of course, also be social activities designed to help College members become acquainted with each other. Throughout the first two weeks of school, a series of workshops and information sessions would be held, finishing with another weekend-long session.

Throughout the rest of the year, we expect the extracurricular life of the College to be both varied and dynamic. As the College would be a College of people interested in learning and the community, we anticipate that it will sponsor a wide range of workshops, lectures and seminars. These learning experiences might take place on campus,

in the community or at Concordia's Lacolle Centre, and might be on any topic ranging from issues in the community to understanding group behaviour to learning theory itself.

But the College's life outside the classroom would not be restricted to lectures, workshops and seminars. We would hope that the College would be one of the smaller ones and we expect that a vibrant "esprit de corps" will be established. We would like the College to be informal in its everyday dealings and we hope to foster mutual understanding among students, professors, administrators and staff members.

We feel that the extracurricular activities of the College will greatly contribute to the internal vitality of the College. As well, we see these activities as usually being of interest to the community, thus benefiting both the community and the University.

2. ADMINISTRATION

As with other colleges, the highest authority in the College would be the Governing Council. It would be composed of the Principal, three staff members, ten Fellows, ten students, and ten community members.*

The Principal, with a three-year renewable term, would be appointed by the appropriate University body upon the advice of the Governing Council. It would be his or her job to co-ordinate the activities of the College between Council meetings, to act as spokesperson for the College, to represent the College's interests

*The number 10 is arbitrary; the Principle is equity among Fellows, students and community representatives.

outside the College and to act as the Convenor of the Council until it elects a chairperson.

The staff representative, with renewable three-year term, would be elected by those members of staff interested in the College. We note that "staff" for our purposes includes full-time university non-academic employees.

The Fellows, named for three-year terms (staggered in the first round), would be appointed by the appropriate University official or body following recommendations by the existing Fellows. The Fellows, drawn from part-time or full-time faculty, would be expected to participate in the affairs of the College, doing research, advising students, or leading problem/possibility seminars.

The students on the Governing Council, with renewable one-year terms, would be elected by all the students in the College.

The community representatives, with two-year renewable terms, would be elected by the community members affiliated with the College through the Advisory Council.

3. THE ADVISORY COUNCIL

As recommended by the Deans' document proposing colleges, this College would have a council composed of outside community members who would advise the College on its activities as well as serve as a liaison between the College and the community. During the first days of the College, the Council, whose membership would be open-ended, would generate additional community support, seek reaction from other community members, help with long-term planning and participate in the governance of the College.

Once the College is established, activities of the Council members would include obtaining community tutors for the problem/possibility seminars, serving as a feedback mechanism on the relevance of the College, establishing contacts to resources outside the University, and representing the College to the community.

We would expect some members of the Advisory Council to act as tutors in one of the problem/possibility seminars, working with the Faculty Fellow to lead the seminar.

4. THE ROLE OF RESEARCH AND REFLECTION

This College would be an experiment. We recognize this rare opportunity and demand that the College be cognizant of this fact. We hope that the College will be self-reflective, that it will be self-evaluative, adaptive and dynamic.

The College should be a research-oriented unit. The Fellows, the students and the outside community participants should be committed to researching learning, education and systems change. Some of the areas of research might be institutional change, learning styles, learning in the university context, research methods, alternate learning environments, effects of small groups on learning, and inter-disciplinary learning. We expect the College to be involved in research and examination into various aspects of the College's experience.

This research will meet a variety of needs: it will allow the College to change and adapt as it gets older, it will fill part of the large void in the theoretical understanding of the field of learning, it will lend credibility to the College and the University, it will provide students with research experience, and it will provide a significant document of the College's experience with some useful indications for further research. Further, it will provide a pool of resources available to other parts of the University interested in moving toward problem-based learning.

5. RESOURCE IMPLICATIONS

As with other colleges, the College would require space that can serve as a meeting ground for members of the College community. An area with a lounge and several seminar meeting rooms controlled by the College would be a minimal requirement. Following is a list of basic needs for the College operating with 150 students:

- Two offices for the Principal and his or her Secretary.
- Six seminar/conference rooms capable of seating 15-20 comfortably. These could be used for problem/possibility seminars and workshops, as well as private space for Fellows and students to counsel, advise, etc.
- One large lounge (approximately the size of Hingston fishbowl) that can be flexible enough to serve as a community area.
- One medium-sized classroom to function as a learning centre and library.

CONCLUSION

In summation, we hope to offer:-

The Student:

- the chance and help to take responsibility for his or her own learning,
- the ability to better cope with the complexities of change through the development of skills in understanding basic learning styles and learning needs, and the chance to negotiate for his or her own learning,
- an environment where learning is both tested and applied,
- the chance to use skills in social problem diagnosis and solution,
- the development of possible links to future employment and life experience,
- an environment where learning has a clearer relevance to life experience,
- the experience of a discipline enriched by an active linking to other disciplines,
- a higher consciousness of the implications of learning for self and community,
- the ability to co-ordinate learning and integrate his or her chosen discipline.

The University:

- a structure for interdisciplinary research in the applied disciplines,
- a chance to offer a programme not offered in other universities in Eastern Canada,
- clearer ties to the community,
- models to better incorporate the adult learner,
- active experience in developing responsible learners, adapting to various learning styles, programming that integrates learning to the needs and prior experience of the adult learner, learning about the nature of learning,
- partial fulfillment of a number of Quebec government mandates, particularly the charge to lead in innovation,
- a programme based on a clearly-differentiated educational philosophy,
- the chance to draw students from other parts of Canada which it normally would not attract,
- in keeping with the philosophy of an arts and science faculty, faculty Fellows and students from a variety of disciplines will be actively integrated in learning.

FOOTNOTES

1. Concordia University, Grandes Orientations - Progress Report, Approved by Concordia University Senate January 24, 1975, p. A 4/1.
2. Quebec Superior Council of Education, The College, 1975, pp. 32-34.
3. Ibid, p. 23
4. Gaetan Daoust and Paul Bélanger, L'Université dans un Société Educative, Report of the Commission to Study "Education Permanente" in Universities, Volume I, 1973, p. 301.
5. Concordia University, The Report of the Academic Deans to the Concordia Senate Concerning the Academic Organization of the University, February 1977, section 9.0.
6. Daoust and Bélanger, op.cit., p. 301.
7. Academic Deans, op.cit., section 2.0.
8. Grandes Orientations, op.cit., p. A7(b)/4